DOCUMENT RESUME

ED 048 180 SP 007 067

TITLE	Physical Characteristics. Resource Unit III, Grade 6. Providence Social Studies Curriculum Project.
INSTITUTION	Providence Public Schools, R.I.; Rhode Island Coll., Providence.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
REPORT NO	CRP-6-1195
PUB DATE	68
NOTE	25p.; part of a set of resource units and curriculum overviews for K-12 social studies
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Curriculum Guides, *Grade 6, Physical Geography, *Social Studies, *Urban Teaching
IDENTIFIERS	Africa, Latin America

ABSTRACT

GRADES OR AGES: Grade 6. SUBJECT MATTER: Social studies; physical geography of Latin America and Africa. ORGANIZATION AND PHYSICAL APPEARANCE: The major portion of the guide, which develops the unit, is laid out in three columns, one each for topics, activities, and materials. Other sections are in list form. The guide is mimeographed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: General objectives for the unit are listed on the first page. Each group of activities in the second column is related to a topic in the first column. A separate section lists eight supplementary activities. INSTRUCTIONAL MATERIALS: Each group of materials listed in the third column is related to one or more activities. In addition, nine appendixes contain curriculum materials. STUDENT ASSESSMENT: A one-page section entitled "Evaluation" lists ideas students should understand and skills they should possess by the end of the unit. OPTIONS: The guide is prescriptive as to course content and timing. Activities and materials listed are optional. (RT)

ED048180

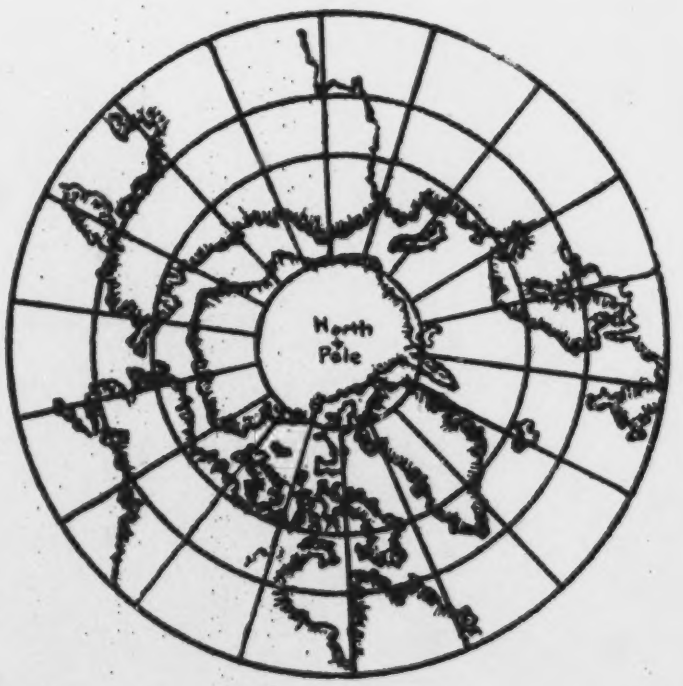
PROVIDENCE SOCIAL STUDIES CURRICULUM PROJECT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

PHYSICAL CHARACTERISTICS

RESOURCE UNIT III

GRADE 6



RHODE ISLAND COLLEGE
PROVIDENCE PUBLIC SCHOOLS

SP007067

TABLE OF CONTENTS

Page

I. Major Understandings 1

II. Aims 1

III. Vocabulary 2

IV. Physical Characteristics of Latin America and Africa 3

V. Related Activities 11

VI. Evaluation 12

VII. Appendix

A. Latin America 13
B. Africa 15
C. World Climates 16
D. Chart - Longest Rivers of Africa and Latin America 18
E. Chart - Comparison of Physical Features 19
F. Graph - Rivers of Latin America 20
G. Graph - Rivers of Africa 21
H. Profile Chart of Mountain Peaks 22
I. Diagram Rift Valley 23

PHYSICAL CHARACTERISTICS OF LATIN AMERICA AND AFRICA

SUGGESTED TIME: 7 - 8 WEEKS

I. MAJOR UNDERSTANDINGS

1. The children should be made to realize the influence that the physical characteristics have on living conditions, population distributions, and occupations in Latin America and Africa.

2. There should also be an awareness of the fact that living conditions, population distributions, and occupations have an influence on the physical characteristics of these two areas.

II. AIMS

It is the specific aim of this unit to develop an understanding of the following:

1. Both Latin America and Africa lie in the same general latitudes.

2. Both Latin America and Africa are areas of great diversity in climate and topography.

3. Much of the land area is Latin America and Africa is sparsely populated.

4. Although both Latin America and Africa are rich in natural resources, not all of these have been developed to their full potential.

5. Population distribution in Latin America and Africa has been greatly influenced by climate, topography, and natural resources.

6. The people of Latin America and Africa, through interrelation with physical characteristics of the land, have had an influence on the development of transportation, communication, industry, and agriculture.

7. The physical characteristics of Latin America and Africa have impeded transportation and communication as well as industry in these two areas.

8. Lack of transportation and communication has been a handicap in the slow development of some areas of Latin America and Africa.

VOCABULARY

Amazon River
climate
communication
Congo River
dam
delta
distribution
environment
Great Rift Valley
harbor
head of navigation
Lake Victoria
Limpopo River
Magdalena River
mouth of a river
navigation
Niger River
Nile River
Orinoco River
Parana River
plain
plateau
population
potential
rapids
source of a river
topography
vertical climate
water
Zambesi River

PHYSICAL CHARACTERISTICS OF LATIN AMERICA AND AFRICA

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What are the outstanding physical and topographical features of both Latin America and Africa?	Have the children locate and identify the major features: mountains, rivers, lakes, deserts, islands, plains, plateaus, waterfalls, highlands, and the like. (See Appendix A)	Large physical wall map of Latin America and Africa. Filmstrips Latin America. SS-L-10 Geography of Mexico SS-M-9-d Central America SS-I-10
	Have them read about these features in their texts.	Fideler: South America. Chapter I Fideler: Caribbean Lands. Chapter I Fideler: Mexico Chapter I Ginn: Latin America, Africa and Australia See Highlands, plains, plateaus. Benefic: How People Live in Central America. pp. 13-14 Benefic: How People Live in Africa. pp. 8-13
	As a follow-up activity each child can make physical maps showing mountains, deserts, plains, plateaus, and islands.	Individual outline maps of Latin America and Africa.
	Trace the important rivers in these two areas from source to mouth. Be sure that they can distinquish 'source' and 'mouth'. In Latin America concentrate on the Amazon, Orinoco, Parana, Magdalena, and Rio de la Plata.	Filmstrips Life Along the Congo SS-E-2-d Amazon River SS-T-8 Nile River SS-N-10 Story of a River SS-B-12-b

Physical characteristics (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	In Africa concentrate on the Nile, Niger, Zambezi, and Congo Rivers. Locate the important waterfalls. Expecially Victoria and Iguasso. Make individual maps of Latin America and Africa to show the location of the rivers and waterfalls. Discuss the term 'delta'. Have the class locate some of the large deltas in both areas. What causes a delta? A small group might construct a model of a river and a delta using modeling clay or plaster of paris, or flour and salt mixture or mixture of sawdust and wall-paper paste. Use tables in the reference books or almanacs to find the lengths of the largest rivers in both areas. Have the children construct bar graphs to show the lengths of the rivers. A large chart can be constructed to show the important rivers, their lengths, and the place into which they empty.	Ginn: Latin America, Africa, Australia. pp. 41-42, 155-156, 184, 186-188, 248, 251, 266-275, 296-299, 322. Individual Outline maps. Ginn: Latin America, Africa, Australia. pp. 42, 187, 266-267 Ginn: Lands and People of the World. Africa (paper) Diagram Nile Delta p. 48 Graph paper Sample in Appendix

Physical characteristics (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
I What is the significance of the Great Rift in Arrica?	The Great Rift in Africa is a unique feature in this area. It is as important here as the great river valley is in South America. Locate the Rift Valley on the wall map. Locate and identify each large lake in this valley. Discuss the importance of this lake system in Africa and how it was formed while pointing out that there is no similar lake system in Latin America. Add the lakes of the Rift Valley to the outline map of Africa which showed the rivers of Africa.	Large wall map of Africa. Benefic: How People Live in Africa. p. 1 Ginn: Lands and Peoples of the World Africa (paper) p. 104 (Good diagram of the Rift Valley)
	Children may construct individual maps to illustrate the different types of climate in each area. Individual rainfall maps can be developed for Latin America and Africa. Enlarged maps to show climate regions of the same area could be made by small groups to be displayed side by side for comparison.	Individual outline maps. Rand McNally Classroom Atlas Benefic: How People Live in Africa Map p. 15 Ginn: Latin America, Africa, Australia pp. 250, 176, 34.

Physical characteristics (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
How do Latin America and Africa compare in size, shape, locations, and climate?	Conduct an oral discussion to make the comparisons. This can culminate in a chart to show the comparisons. See Appendix Locate the harbors (both natural and artificial) and the dams. Discuss the need for harbors and dams and their effects on the areas where they are located. Be sure that the children are aware of the fact that there are many good harbors in Latin America but few in Africa. Perhaps a mural could be made to show a harbor that has been improved. Good example--Alexandria, Egypt.	Ginn: Latin America, Africa, Australia. pp. 42, 72, 111, 114, 130, 133, 200, 232, 277, 310, 343 Ginn: Lands and Peoples of the World-Africa (paper) pp. 123-124 Kariba Dam p. 38 Aswan Dam See - Ginn: Latin America, Africa, Australia. p. 277
Locate and compare the important mountain ranges of Latin America and Africa.	Make a chart illustrating the highest peaks, their names and locations. Make a profile chart to show the cross-sections of some of the highest peaks in Latin America and Africa. The class might like to make individual charts for its notebooks. Have some children model physical feature maps of Latin America with modeling clay or plaster or flour and salt mixture.	Diagram in Appendix

Physical characteristics (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What are the similities and differences between the physical features of Latin America and Africa?	As a class exercise, discuss differences and similarities and then the teacher can develop with the class a chart contrasting the physical features of both areas.	Fideler: Africa pp. 22-32 Fideler: Caribbean Lands. pp. 30-47 Fideler: South America, Africa, Austraiia. pp. 32-34, 18-19, 74-75, 105-106, 171, 175-176, 287, 288, 315, 344. Benefic: How People Live in Central America. pp. 14-15
What factors influence the climate and weather in Latin America and Africa?	Identify and describe the major climatic regions of both areas. Discuss the reasons for the different climate regions in each area: Distance from the equator Height of Land (vertical climate) Amount of rainfall Ocean currents Wind directions Seasonal distribution of rain, etc.	
What is the pattern of population distribution in both Latin America and Africa?	Study the population maps in the atlas and texts. On large wall maps of Latin America and Africa, point out the areas of dense population and have the children speculate as to the reasons for heavy populations in some areas and very sparse populations in others. Have the children construct population maps for each area.	Ginn: Latin America, Africa, Australia. Map p. 253 Tables pp. 393-395 Fideler: South America. Map p. 70 Fideler: Africa pp. 63, 65, 137 Map. p. 64 Fideler: Caribbean Lands. pp. 19, 90-92 Map p. 91 Outline maps Rand McNally: Classroom Atlas

Physical characteristics (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
How has the population distribution in both Latin America and Africa been influenced by climate, topography, and natural resources?	Perhaps the children could arrange before them on their desks the individual physical features, climate, rainfall, and population maps which they have constructed. See if they can discover a relationship between the densely populated areas on their map and the physical, climatic, and rainfall conditions of these same areas. Elicit the idea that people prefer to live where climate and topography are favorable, and communication and transportation readily available.	Transparencies Title II-TRSS-43d South America Title II-TRSS-43e Mexico and Caribbean Lands Title II-TRSS-43h Africa These have overlays for climate.
How do environmental conditions affect the lives of the people of both Latin America and Africa?	Through the use of pictures, filmstrips, and reading investigate life in different types of areas such as: a desert a river valley a mountain plateau a lowland plain a coastal area, etc. Investigate the climate, rainfall, physical setting, natural resources, type of homes, type of clothing, occupations, communications and transportation.	Filmstrips Africa SS-E-2-a through e Life Along the Nile SS-E-2-e Life in Desert Lands SS-B-12-d Highlands of Kenya SS-E-2-b Desert to Forest in Chile. SS-S-10-d Mountain Farmers of Columbia SS-S-9-b Amazon Village SS-S-10-e Along Equator in Ecuador SS-S-9-c Inca Lands in Peru SS-S-9-d

Physical characteristics (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What effect do the people have on the environment of both Latin America and Africa?	There is a reciprocal action between the people and the environment. Help the children to realize that not only does environment play a part in the lives of the people, but the people have a definite effect on the land and the use of the land. Stress the idea of the people's choice. An example is the development of Brasilia. Have a person or a small group give a special report about Brasilia. The class might construct a mural "How Man Has Changed His Environment" Develop the understanding that in some areas people do not have as much effect as might be possible due to: Poverty Lack of Education Lack of Technology Isolation Hostile geographical environment. Attitudes toward nature Social structure- class in Latin America, tribal in Africa; extended families Socio-Religious beliefs e.g. wealth measured in cattle. Force of tradition	Brasilia Fideler: South America. pp. 141-144 Burdett: Learning About Latin America p. 283 Encyclopedias. Filmstrips Farmers of Argentina SS-S-10-a New Coffee Lands of Brazil SS-S-10-f New Venezuela SS-S-9-a Pan American Highway SS-S-9-f Puerto Rico SS-P-10 Bolivia SS-B-11 Highland People of Bolivia SS-S-9-e Paraguay SS-S-10-c

Phvsical characteristics (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
How do the cities of Latin America and Africa, as they exist today, reflect the cultural, economical, political, and social aspects of life? Show how these aspects are common characteristics of all cities.	Show filmstrips of cities in both areas: Select cities from Mexico, Central, America, West Indies, South America, and Africa. Assign a city to each child to trace its development. Find out its: Location History Places of Interest People Occupations Industries Communication Transportation Recreation Have the child report to the class to show how these cities serve the wants and needs of the people. Have the children discuss ways in which all cities are alike.	Filmstrips African Cities SS-C-53-a through i South America SS-H=22-a through j Ginn: Latin America Africa, and Australia See names of cities Benefic: How People Live in Central America p. 51 Fideler: South America. pp. 109-110 133-141, 144-145, 190-192 See separate countries Fideler: Africa p. 136-145 Fideler: Caribbean Lands. pp. 92, 93, 93m See separate countries Encyclopedias.

RELATED ACTIVITIES

1. Keep a scrapbook of materials found in current magazines and newspapers on either Latin America or Africa. Supplement the articles with a collection of pictures.

2. Write reports on books read about Latin America and Africa and make drawings to illustrate the written reports.

3. Correspond with children in either Latin America or Africa. This might be done through the Junior Red Cross.

4. Make murals or series of pictures depicting some parts of Latin America or Africa.

5. Prepare a large chart on the basic facts regarding countries of Latin America or Africa.

Country	Square Miles	Population	Capital	Chief Products

6. Have a child or children play the part of a tourist or tourists and take the class on a tour of either Latin America or Africa pointing out major points of interest.

7. Collect stamps and coins of Latin America and Africa that show the history and life of nations in these areas.

8. Make papier mache animals of Africa.

EVALUATION

1. Can the children locate and identify the outstanding physical and topographical features of Latin America and Africa?

2. Are they familiar with the different types of land forms found in both Latin America and Africa?

3. Are they able to recognize the similarities and differences between the topographical features of Latin America and the topographical features of Africa?

4. Is there an understanding of the factors that influence climate and weather in Latin America and Africa?

5. Can the children make a comparison of Latin America and Africa in terms of size, shape, location, and climate?

6. Is there an awareness of the extent to which environmental factors influence the lives of the people in Latin America and Africa?

7. Are they acquainted with the pattern of population distribution in both Latin America and Africa?

8. Are they able to examine and evaluate the factors which influence these patterns of population distribution?

9. Is there a realization of the influence that climate, topography, and natural resources has on population distribution?

10. Can they demonstrate how people have improved their habitat?

11. Are the children aware of the fact that the people and the physical characteristics are interrelated?

12. Is there a recognition and comprehension of the change and development that has resulted from this interrelationship in transportation, communication, industry, and agriculture?

13. Do they realize how the interaction of the people with the physical characteristics has resulted in or not resulted in the development of cities in both Latin America and Africa?

14. Can they analyze the cultural, economic, political and social aspects of life in the cities of Latin America and Africa as they exist today and do they realize that these aspects are common characteristics of all cities?

15. Are they able to associate and compare these aspects of the cities of Latin America and Africa with their own city and other cities in the world with which they are familiar?

A. LATIN AMERICA

MOUNTAIN RANGES

Andes
Brazilian and Guiana Highlands
Sierra Madre
Western Sierra Madre
Chiápas Highlands (S.E. Mexico)

CHIEF RIVERS-LOCATION

Amazon	Brazil
Orinoco	Venezuela
Rio Grande	Mexico
Rio de la Plata	Argentina
Guayas	Ecuador
Rio Negro	Brazil
São Francisco	Brazil
Magdalena	Colombia
Paraná	Brazil
Medetra, Purus, Igaçu	Brazil
Paraguay	Brazil& Paraguay
Uruguay	Brazil
Tapajós	Brazil
San Juan	Costa Rica
Artibonite	Haiti
Tuira River	Panama
Pánucc, Grijalva, Coatzacoaleos, Usumacenta	Mexico
Rio Pará	Brazil

LAKES - LOCATION

Maracaibo	Venezuela
Titicaca	Bolivia
Nicaragua, Managua, Etang	Nicaragua
Suamâtre	Haiti
Xochimilco, Magdelena, Chapala, Pátzcuaro, Cuitzeo	Mexico

PEAKS -LOCATION

Trujilla	Dom. Republic
Mt. Aconcagua	Argentina
Mt. Roraima	Venezuela
Pico da Bandeira	Brazil
Popocate petl	Mexico
Mt. Chimborazo	Ecuador
Mt. Huascaran	Peru
Mt. Orizaba	Mexico
Mt. Ancohuma	Bolivia
Ixtacihuatl	Mexico
Paricutin	Mexico

DAMS- LOCATION

Cárdenas
Elephant Butte
Falcon - Mexico

LARGEST DESERTS

Atacama	Chile
Sonora	Mexico
Vizcaino	Mexico
Pantagonian Plateau	Argentina

WATERFALLS --LOCATION

Iguassú	Argentina &Brazil
Paulo Afonso	Brazil
Angel Falls	Venezuela

ISLANDS

West Indies (Hispaniola, Cuba, Jamaica, Puerto Rico, Trinidad, Winward Islands, Leeward Islands) Galápagos Islands, Tierra del Fuego, Falkland Islands

VEGETATION BELT OR NATURAL REGIONS

forests
grasslands with trees (savannas) grasslands without trees
brush or scrub, desert plants (bare of vegetation)

A. LAtin America (cont'd)

COASTAL WATERS

Atlantic Ocean
Pacific Ocean
Caribbean Sea
Gulf of Mexico
Gulf of California

CLIMATIC REGIONS

Savanna
Rainforest
Steppe
Desert
Vertical
Mediterranean
Humid Subtropical
Marine

HARBORS

Rio de Janeiro
Buenos Aires
Valparaiso
Guyaquil
Callao
Santos
Recife
Salvador
LaGuaira
Havana
Veracruz
Montevideo
Port of Spain
Acapulco
Mazatlàn
Manzanillo
Port-o-Prince
Santo Domingo
San Juan

B. AFRICA

MOUNTAIN RANGES	CHIEF RIVERS	CHIEF LAKES
Ahaggar	Congo	Albert
Atlas	Limpopo	Chad (dry)
Drakensberg	Niger	Kariba
Ruwenzori	Nile	Nyasa
Tibesti	Orange	Rudolf
Guinea Highlands	Zambezi	Tanganyika
		Victoria
		Edward
PEAKS	**DAMS**	**LARGEST DESERTS**
Mt. Kilimanjaro	Kariba	Kalahari (south)
Mt. Kenya	Aswân	Namib (south)
	Owen Falls	Sahara (north)

LARGEST WATERFALLS	ISLANDS	LOCATION
King George's	Madagascar	Indian Ocean
Stanley	Principe	Gulf of Guinea
Tugela	São Tome	
Victoria	Fernando Póo	
Murchison	Medeira	Atlantic Ocean
	Cape Verde	
	Canary	
	Comoro Islands	West of Madagascar
	Réunion	East of Madagascar
	Mauritius	East of Madagascar

NATURAL REGIONS	COASTAL WATERS	BEST NATURAL HARBORS
forests	Mediterranean Sea	Alexandria
grass lands	Red Sea	Capetown
deserts	Indian Ocean	Port Elizabeth
	Atlantic Ocean	Tripoli
		Tunis

CLIMATIC REGIONS

Savanna	Rainforest	Steppe	Desert
Mediterranean	Humid subtropical	Marine	Vertical

C. WORLD CLIMATES

TYPES OF CLIMATE	MAJOR AREAS	DESCRIPTION
Tropical Rainforest	Central Brazil, African Congo, Central America, coast of Colombia, West Indies.	Hot, very wet all year. More than 80 inches of rain. annually.
Tropical Savanna	North and South of African Congo and of Brazilian jungle, part of Central America and West Indies.	Hot all year, short dry season. About 60 inches of rain annually .
Dry subtropical Mediterranean	Central Chile, South Africa, part of North Africa.	Long, dry summer; mild rainy winter.. About 20 inches of rain annually.
Humid subtropical	Coast of Southeast Africa Southeast corner of Brazil Pampas of Argentina, Uruguay.	Long, wet summer; short wet winter. About 50 inches of rainfall annually.
Desert	Baja California, Northern Mexico, North Africa, Central Chile, coast of Southwest Africa, central Argentina.	Hot, dry, less than 10 inches of rain annually.
Marine	South Africa, Southern Chile, coast of southern Argentina.	Variable climate but no extremes in winter, or summer, abundant rainfall.
Humid Continental		Hot in summer, cold in winter, enough rainfall for farming-- 20-40 inches annually.

World Climates (cont'd)

Dry continental Steppe	Eastern Argentina, Mexico, southern Argentina, part of South Africa and of Central Africa.	Hot in summer, cold in winter, from 10-20 inches of rain annually.
Vertical	Mountain regions	The higher the altitude, the colder the climate.
Polar	— — —	Cold almost entire year, little rain or snow.

CHART

LONGEST RIVERS OF AFRICA

Name	Length	Empties Into
Nile	4145	Mediterranean Sea
Niger	2600	Gulf of Guinea
Congo	2718	Atlantic Ocean
Zambesi	1600	Indian Ocean
Orange	1300	Atlantic Ocean

LONGEST RIVERS OF LATIN AMERICA

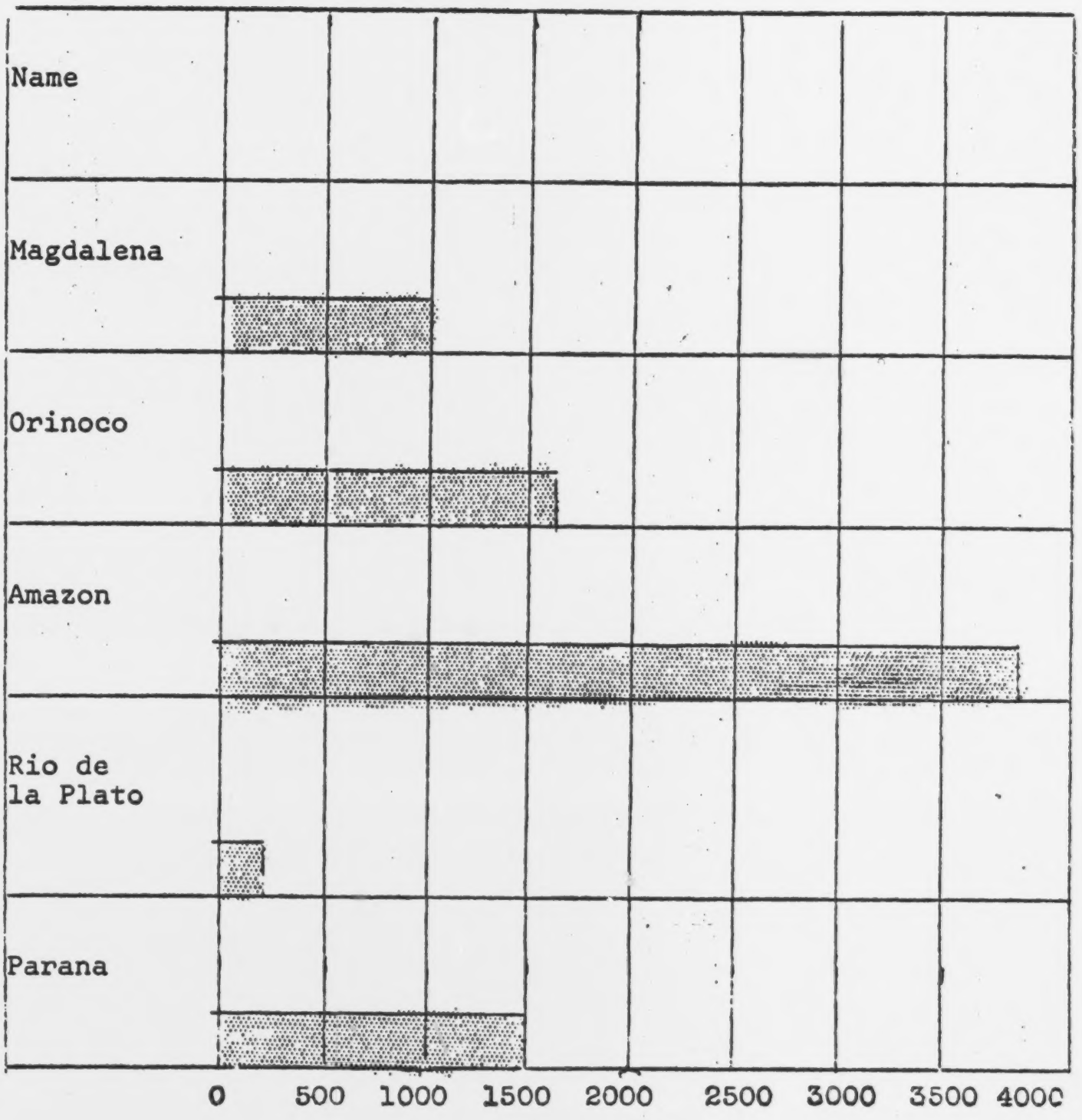
Name	Length	Empties Into
Amazon	3900	Atlantic Ocean
Orinoco	1700	Atlantic Ocean
Parana	2500	Rio de la Plata
Rio de la Plata	200	Atlantic Ocean
Magdalena	1000	Caribbean Sea

E, COMPARISON CHART

	SOUTH AMERICA	AFRICA
Size	6,800.000. sq. miles	11,500,000· sq miles
Location	West of Atlantic Most of continent below equator.	East of Atlantic Equator passes through center
Shape	Triangular Widest in North	Triangular Widest in North
Climate	Tropical to Temperate	Mostly tropical
Land Forms	Very high mountains Plateaus Amazon Lowland	Mostly Plateau
Rivers	Most navigable upstream for long distances	Most not navigable for long distances
Lakes	Few important ones.	Chain of large lakes.

F.
Graph

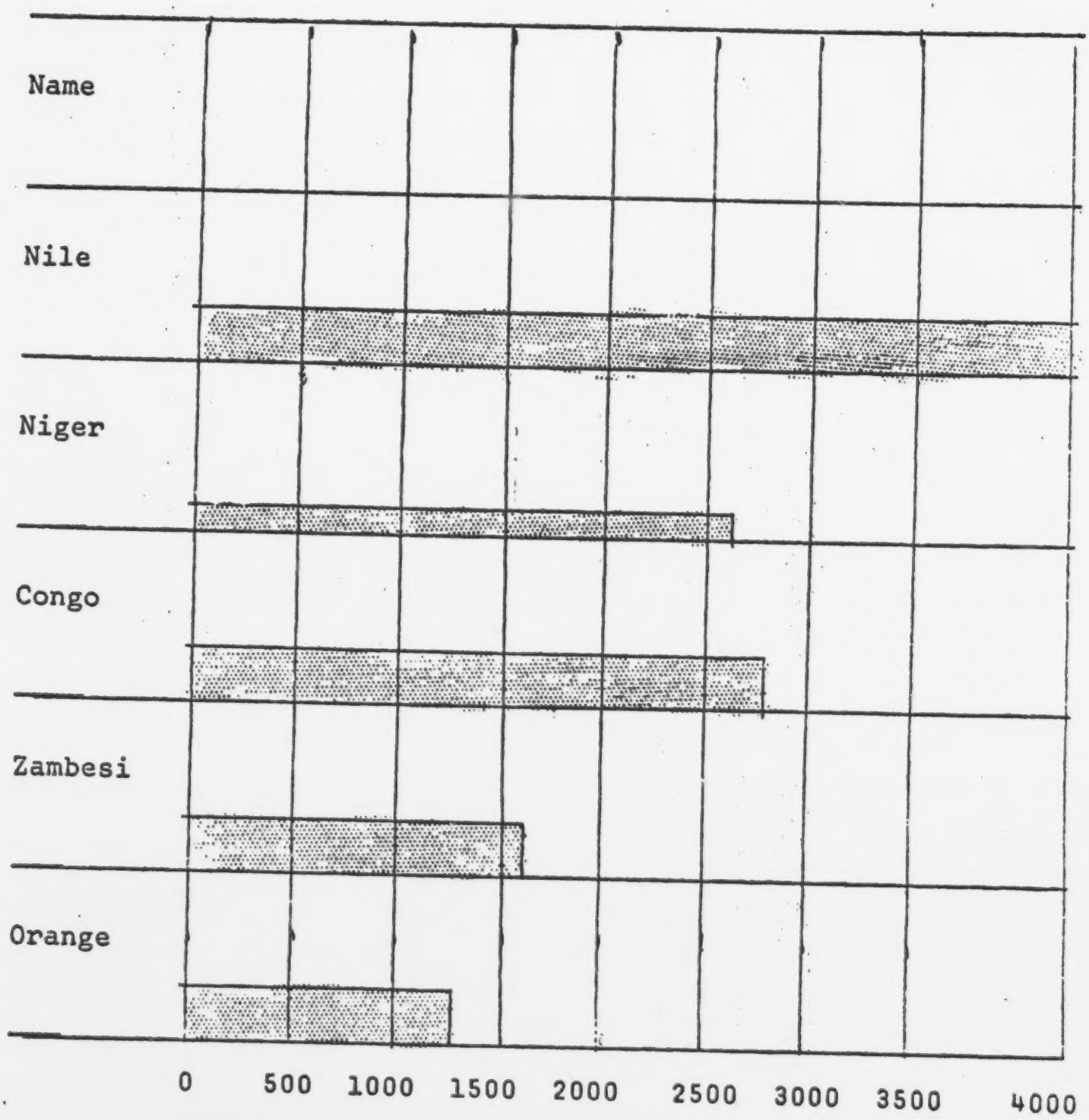
L O N G E S T R I V E R S O F
L A T I N A M E R I C A
(Round Numbers)



Lengths in Thousands of Miles
From Reader's Digest Almanac 1966

G.
Graph

L O N G E S T R I V E R S O F A F R I C A
(Round Numbers)



Lengths in Thousands of Miles
From Reader's Digest Almanac 1966

RU,III - Gr. 6

H. Profile Chart

S O M E O F T H E H I G H E S T P E A K S I N L A T I N A M E R I C A A N D A F R I C A

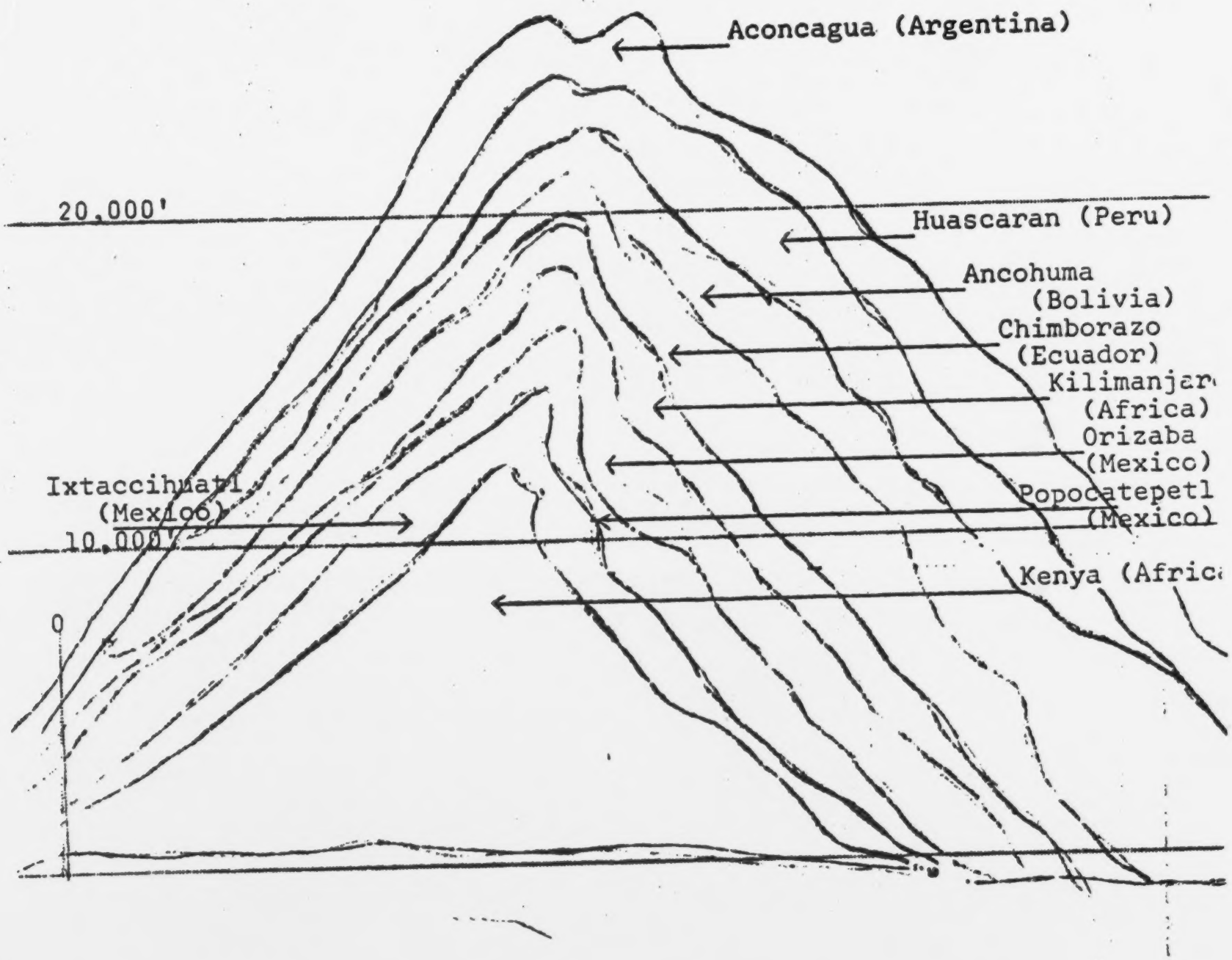


Diagram shows how a great block of earth dropped down to form Rift Valley